



# THE SYNTHESIS ESSAY

# THE NO Fail FORMULA

Introduction: ANT

Body: TIEAC

Conclusion: RRR

# Row 7: Apply Conventions

<b>7 APPLY CONVENTIONS (GRAMMAR AND STYLE)</b>	<p>The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.</p>	<p>The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.</p> <p><b>2 Pts</b></p>	<p>The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.</p> <p><b>3 Pts</b></p>
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# Row 7: Grammatical Flaws?

- **SPELLING:** Spelling errors must NOT distract reader from ideas. Circle misspelled words. Spell them correctly. Check for commonly misspelled words. For example:
  - then, than
  - Effect, affect,
  - its, it's
  - Their, there
  - To, too, two
- **MISSING WORDS:** Use a caret ^ to insert missing words.
- **CAPITALIZATION:** Beginning of sentences & proper nouns must be Capitalized. Underline letters that should/should not be capitalized twice.
- **PUNCTUATION:** Every sentence must end with a period or question mark. Commas will separate clauses accurately.
- **FRAGMENTS:** No incomplete sentences.
  - i.e. Wants to show that man is the “lowest” animal. Missing SUBJECT!
  - Comparing the earl and the anaconda. Missing Predicate.
- **RUN-ON's:** Look for long sentences that could be broken up into two complete sentences by adding punctuation or separating the clauses with commas.
- **QUOTATION MARKS** will mark the use of citations. For example, “I said that punctuation helps the reader follow the writer’s train of thought” (2).

# ROW 7: Style Consistently Appropriate for an academic audience?

- **No CONTRACTIONS:** spell out **don't, aren't, isn't, etc.**
- **No 2<sup>nd</sup> Person:** ~~Cross out~~ all **You's**. Suggest whether the writer should instead use: reader/s, individual/s, one, audience, Americans, etc.
- **No 1<sup>st</sup> Person:** ~~Cross out~~ all **I think/ believe**
- **No PAST TENSE VERBS** while analyzing the text. In literary analysis essays, all is happening while they are being read: **USE PRESENT TENSE ONLY!**
- **No PASSIVE VOICE:** Use active verbs to describe actions of text. For example:
  - **Passive:** Twain **is arguing** that man is the lowest animal.
  - **Active:** Twain **argues** that man is the lowest animal.

# ROW 7: Effective Sentences & Precision of Word Choice

- Circle areas that are unclear and confusing. *Suggest how these can be rewritten. This should include sentences that have the words “what” “why” “how”* these are usually too vague and do not answer their own question. (i.e. “...this shows how he felt.” or “this reveals what they went through.”)
- ~~Cross out~~ areas that are **repetitive** and **off topic**.
- **Check for subject verb agreement.** Do all verbs agree with their subject in number? For example.
  - The flock follow its leader. INCORRECT!
  - The flock follows its leader. CORRECT!

# ROW 7: Creates variety, emphasis and interest to the reader

- **Transitions:** Do ideas flow with ease?
- **SYNTACTICAL VARIETY:** Do many of the sentences start the same way or is there variety? UNDERLINE the beginning of sentences that should be reworded.
- **Word Choice:** Does the student use a variety of verbs in their analysis or is there lots of repetition? **HIGHLIGHT** all the times your colleague uses SHOWS or any other VERB repeatedly.
- **Tone:** Is the TONE conversational or formal?

# ROW 6: Apply Conventions (Citation)

## 6 APPLY CONVENTIONS (CITATION)

The response is missing a bibliography/works cited **OR** the response is largely missing in-text citations/footnotes.

The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors.

**3 Pts**

The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style.

**5 Pts**



# ROW 6: Apply Conventions (Citation)



## Modern Language Association (MLA) Style Guidelines Overview



### Introduction

This poster overviews *basic* guidelines for using MLA style. To supplement this poster, consult the *MLA Handbook for Writers of Research Papers* (7th edition). Publishing scholars and graduate students should also consult the *MLA Style Manual and Guide to Scholarly Publishing* (3rd edition). The MLA handbooks are available in most writing centers, libraries, and bookstores. You may also reference the Purdue University OWL for information on using MLA style: <http://owl.english.purdue.edu/>.

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### Formatting

Type MLA essays on white 8.5 x 11 inch paper. Margins should be 1 inch on all sides. All text should be double-spaced. Use a legible font (e.g. Times New Roman) in 10 to 12 pt. size. In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date.

Headers should contain your last name and page numbers (1, 2, 3...) in the upper right-hand corner, one-half inch from the top and flush with the right margin. Double space between the essay's title (not bolded, underlined, etc.) and the first line of the text. Indent the first line of each paragraph one half-inch (five spaces or press tab once) from the left margin.



### Works Cited Page Format

Begin the Works Cited list on a separate page at the end of your essay. Maintain MLA formatting standards. Title the page Works Cited and center the title.



### In-Text Citations

#### One Author

Use parenthetical citation to cite outside sources in your text. The page number(s) of your outside source should always appear in the parenthetical citation. The author's name of the outside source may appear in the sentence itself.

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Or the author's name can go in the parentheses following the quote.

Romantic poetry is characterized by the "spontaneous over flow of powerful feelings" (Wordsworth 263).

#### Multiple Authors

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation.

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the U.S. erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, use the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by "et al." or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

#### No Known Author

For a source with no known author, use a shortened title of the resource in the parenthetical citation.

Many global warming hotspots exist in North America because this region has "comprehensive programs to monitor the environment" ("Impact of Global Warming" 6).

#### Citing Multivolume Works

If you cite from different volumes of a multivolume work, always include the volume number followed by a colon.

. . . as Quintilian wrote in *Institutio Oratoria* (1: 14-17).

#### Internet Sources

For Internet sources, include the author's name and the title of the page. You do not need a page or paragraph number in the parenthetical citation.

One online film critic stated that *Fitzcarraldo* is ". . . a scary critique of obsession" (Garcia, "Herzog: a Life").

### Works Cited

#### Basics

List citations by author's last name (for entire edited collections, editor names) in alphabetical order. Type last name first, then the middle names or middle initials. Indent subsequent lines for a hanging indent.

#### Book with One Author

Gleick, James. *Chaos: Making a New Science*. New York:

Penguin, 1987. Print.

#### Book with More Than One Author

The first given name appears in last name, first name format; subsequent author names appear first name, last name.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon*

*Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

#### Book with No Known Author

*Encyclopedia of Indiana*. New York: Somerset, 1993. Print.

#### Articles in Periodicals (Magazines and Newspapers)

For magazines, cite by listing the article's author, then the title of the article in quotations marks, then the italicized periodical title. Follow with the date of publication. Abbreviate the month.

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20

Nov. 2000: 70-71. Print.

Cite newspaper articles as you would magazine articles, but note the different pagination in a newspaper (late edition, A1).

Krugman, Andrew. "Fear of Eating." *New York Times* 21 May

2007 late ed.: A1. Print.

#### Article in a Scholarly Journal

Author(s). "Title of Article." Title of Journal Volume.Issue (Year): pages. Medium of publication.

#### Internet Sources

MLA no longer requires URLs in citations. However, if your instructor requires URLs, list them after the date of access.

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at

Purdue and Purdue U, 2008. Web. 23 April 2008.

For an individual page on an Internet site, list the author if known, followed by the information covered above for entire sites. Use n.p. if no publisher name is available and n.d. if no publishing date is given.

"How to Make Vegetarian Chili." *eHow.com*. eHow, n.d. Web. 24

Feb. 2009.

**1 UNDERSTAND  
AND ANALYZE  
CONTEXT**

The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence.

**OR**

The response includes a discussion of at least one of the stimulus materials however it does not contribute to the argument.

The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)

**5 Pts**

# 1. UNDERSTAND & ANALYZE CONTEXT

**Attention Getter**: Introduce the **TOPIC** that the prompt asks you to explore.

**Necessary Background**: Explain the quote, where it comes from, and its connection to research interest. Introduce the **PROBLEMS** that are being explored to understand the topic. Include **full name of author title of text** and paraphrase background necessary to transition into your THESIS statement.

**Thesis Statement**: Directly answer the prompt's central question. Include key signal words. **WARNING: If your thesis statement is vague and unclear, the rest of your essay will surely fall apart.**

# Background Focus & Organization: ROW 4

## **Topic Sentence:**

Introduce the BACKGROUND & CONTEXT OF PROBLEM CLEARLY Announces point to be made to support the THESIS statement. (ROW 3)

## **Introduction to evidence:**

CONCISELY Explain, defend, and elaborate on your BACKGROUND & set the context for evidence you will use by **paraphrasing events.** (ROW 2)

## **Evidence** Follow up with at least one quote from JOURNALISTIC SOURCES and/ or use a quote from an expert source to support YOUR TOPIC SENTENCE. (Row 5)

## **Analysis:** What does the evidence/example **mean/ signify/ denote/ indicate/ suggest?** (Row 4)

## **Commentary:** What does the evidence/example reveal/ prove/illustrate about the overall topic?(ROW 1)

# LENSES Focus & Organization: ROW 4

## **Topic Sentence:**

Introduce the LENS and CLEARLY Announces point to be made to support the THESIS statement. (ROW 3)

## **Introduction to evidence:**

CONCISELY Explain, defend, and elaborate on your LENS and set the context for evidence you will use by **paraphrasing events**. (ROW 2)

**Evidence** Follow up with at least one quote from the book and/ or use a quote from an expert source to support YOUR TOPIC SENTENCE. (Row 5)

**Analysis:** What does the evidence/example **mean/ signify/ denote/ indicate/ suggest?** (Row 4)

**Commentary:** What does the evidence/example reveal/ prove/illustrate about the overall topic? (ROW 1)

# SOLUTIONS Focus & Organization: ROW 4

## **Topic Sentence:**

Introduce the SOLUTION and CLEARLY Announces point to be made to support the THESIS statement. (ROW 3)

## **Introduction to evidence:**

a. CONCISELY Explain, defend, or elaborate on SOLUTION and b. set the context for evidence you will use by **paraphrasing**. (ROW 2)

**Evidence** Follow up with at least one quote from the book and/ or use a quote from an expert source to support YOUR TOPIC SENTENCE. (Row 5)

**Analysis:** What does the evidence/example **mean/ signify/ denote/ indicate/ suggest?** (Row 4)

**Commentary:** What does the evidence/example reveal/ prove/illustrate about the overall topic? (ROW 1)

# Conclusion Focus & Organization: ROW 4

## Topic Sentence:

What is YOUR PERSPECTIVE on the BEST SOLUTION? Do you CLEARLY connect back to point to made in THESIS statement? (ROW 3)

## Introduction to evidence:

a. CONCISELY Explain, defend, or elaborate on SOLUTION and b. set the context for evidence you will use by paraphrasing. (ROW 2)

Evidence Follow up with DATA, FACTS, ANECDOTE or or use a quote from an expert source to support YOUR TOPIC SENTENCE. (Row 5) What are the IMPLICATIONS of this solution?

Analysis: What does the evidence/example **mean/ signify/ denote/ indicate/ suggest?** (Row 4)

Commentary: What does the evidence/example reveal/ prove/illustrate about the overall topic?(ROW 1)

# Counterargument Focus & Organization:

## **Topic Sentence:** ROW 4

What are the COUNTERARGUMENTS to your Solutions? (ROW 3)

## **Introduction to evidence:**

a. CONCISELY Explain, defend, or elaborate on perspective & line of reasoning of counterargument and b. Why is it wrong? set the context for evidence you will use by **paraphrasing**. (ROW 2)

**Evidence** Follow up with DATA, FACTS, ANECDOTE or or use a quote from an expert source to support YOUR TOPIC SENTENCE. (Row 5)

**Analysis:** What does the evidence/example **mean/ signify/ denote/ indicate/ suggest?** (Row 4) What are the **IMPLICATIONS** of COUNTERARGUMENT?

**Commentary:** What are the limitations of COUNTERARGUMENT next to your solution (ROW 1)



# Conclusion: RRR

**Restate thesis**: Remind the reader what your essay just demonstrated or proved.

**Review evidence**:

Paraphrase points and evidence used to prove the thesis statement.

**Relate**: How do the texts studied and topic help us understand contemporary American identity and culture?

# Final Draft

Due: